

Міністерство освіти і науки України
Національний університет водного господарства та
природокористування
Кафедра іноземних мов

06-09-51M

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ТА НАВЧАЛЬНІ ЗАВДАННЯ**
для практичних занять і самостійної роботи
з вибіркової дисципліни
«Комунікативний курс англійської мови В1/В2»
для здобувачів вищої освіти першого (бакалаврського) та
другого (магістерського) рівнів усіх освітньо-професійних
програм спеціальностей НУВГП денної і заочної форм навчання

Схвалено науково-
методичною радою НУВГП
Протокол № 5 від 21.10.2020 р.

Рівне – 2020

Методичні рекомендації та навчальні завдання для практичних занять і самостійної роботи з вибіркової дисципліни «Комунікативний курс англійської мови B1/B2» для здобувачів вищої освіти першого (бакалаврського) та другого (магістерського) рівнів усіх освітньо-професійних програм спеціальностей НУВГП денної і заочної форм навчання [Електронне видання] / Купчик Л. Є. – Рівне : НУВГП, 2020. – 63 с.

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Відповідальний за випуск – Купчик Л. Є., в.о. завідувача кафедри іноземних мов.

Вчений секретар
науково-методичної ради

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Вступ

Методичні рекомендації та навчальні завдання з дисципліни «Комунікативний курс англійської мови B1/B2» націлені на комплексне навчання англійської мови студентами на етапі переходу з рівня B1 на рівень B2 відповідно до Загальноєвропейських рекомендацій з мовної освіти.

Мета навчання – формування комунікативної, мовної, лінгвосоціокультурної компетентності студентів в рамках студенто-, завдання- та компетентнісно-орієнтованого підходів до навчання, формування інтерактивних навичок і вмінь усного та писемного англомовного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності в рамках вище зазначеного рівня; забезпечення практичного володіння англійською мовою як засобом усного і письмового спілкування на рівні незалежного користувача, що уможливило усунути прогалини у знаннях англійської мови.

«Комунікативний курс англійської мови B1/B2», вивчення якого передбачає використання сучасних інформаційно-комунікаційних технологій навчання міжкультурної комунікації, соціальних форм роботи, є одним із шляхів розвитку стратегій вивчення іноземних мов, формування мультикультурної і мультилінгвальної особистості, здатної розвивати навички вивчення іноземних мов упродовж життя.

Переважаюча більшість завдань базуються на автентичному матеріалі та є ситуативного характеру, що дозволяє студентам інтегруватися в іншомовне середовище. Таким чином, завдання передбачають цілеспрямовану роботу над мовою, уміння формувати, розвивати та використовувати стратегії вивчення мови, що, без сумніву, сприятиме успішному її вивченню.

Методичні рекомендації та навчальні завдання укладено на основі автентичного англомовного матеріалу, який викладено у трьох модулях, кожен з яких завершується тестом множинного вибору. У розробці також запропоновано поради та стратегії для студентів щодо роботи з тестом множинного вибору.

Успіхів Вам, дорогі студенти, в удосконаленні Ваших знань з англійської мови!

MODULE 1

LIFESTYLES

LESSON 1: COFFEE DRINKER?

VOCABULARY LIFESTYLE

Exercise 1 A Read questions 1-6. What do the phrases in bold mean?

1. Are you an **early bird** or do you go to bed late and wake up late?
2. Do you **stick to a routine** every day or does your routine change?
3. Do you lead an **active lifestyle** or a **sedentary lifestyle**?
4. Do you know anyone who has an **alternative lifestyle**? What type of things do they do?
5. Do you enjoy travelling? Would you like to live a **nomadic lifestyle**?
6. What kind of work do you do? Do you **work long hours**?

Exercise 1 B Work in pairs. Choose four questions from Exercise 1A to ask your partner.

Exercise 2 Complete the article with the words in the box.

nomadic	active	early	alternative	long	sedentary
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The wind in my hair

I wasn't one of those children who had always dreamt of being a pilot. I thought I would be more like my parents. They live in an isolated cottage in the countryside, they grow their own vegetables and they don't have a car or a TV. I guess you could say that they have a(n) _____(1) lifestyle. So I think they (and I) were quite surprised when I was drawn to the idea of flying. So here I am, leading a somewhat _____(2) existence as a long-haul pilot as I move from place to place, never sleeping in the same bed for more than a couple of days while I'm working. It's strange though; my job

is really a _____(3) occupation and I need to do the same as the passengers and get off my seat occasionally to wander up and down the aircraft and stretch my legs. Once I arrive, I do take care to be more _____(4) and get to the hotel gym or go for a swim in the sea if I'm near the coast, but it's sometimes difficult as the _____(5) hours we fly mean that I really just want to get to bed. On my days off, I'm definitely a(n) _____(6) bird and get out on my bike as the sun rises to feel the wind in my hair – something that never happens on the plane!

READING

Exercise 3 A Work in pairs. Discuss the questions.

1. According to *The Economist*, up to a billion people start their day with either tea or coffee. Are coffee and/or tea an important part of your lifestyle?
2. Have you drunk any today? Will you drink any (more) today?

Exercise 3 B Read the article about coffee. What information is new for you?

THE WORLD'S FAVOURITE DRUG: ten things you didn't know about coffee

For millions of us, coffee is a big part of our lifestyle. Early birds crave it. People who work long hours need it. And those with active lifestyles drink it to give them energy. But how much do we know about it?

- 1 Coffee was discovered in Ethiopia in the ninth century AD. The story goes like this: a goat-herder named Khalid noticed that his goats became energetic when they ate the mysterious beans on the mountains. He took some of the beans to the village and had them turned into a drink.
- 2 It wasn't until coffee arrived in Mocha, Yemen, that the drink's popularity began to spread. From Mocha (the drink was named after the place), coffee beans were exported to

India, Java, and eventually to Europe.

3

An alternative story says that coffee was prohibited from leaving Yemen, but a seventeenth-century traveler named Baba Budan smuggled seven coffee beans to India, where he had them planted and harvested by local people. It's said now that all of the world's coffee originated from those seven beans.

4

The word *coffee* comes from the Arabic *qahwat al-bun* (wine of the bean). It was shortened to *qahwa*, which became the Turkish *kahve*, which became *coffee*.

5

The world's first coffee house opened in Constantinople, now called Istanbul, in 1475.

6

There are two types of coffee: arabica and robusta. Arabica is smoother, more popular and is used in more specialty coffees. Robusta is cheaper and contains more caffeine. It also grows in tougher conditions.

7

The world's two oldest recorded cats drank coffee every day. The oldest cat ever, Crème Puff, lived to thirty-eight. Her owner, Jake Perry, fed her coffee, bacon, eggs and broccoli every day. Perry was also the owner of the previous record holder, Grandpa Rex Allen, who had the same diet and lived to thirty-four.

8

Coffee is the world's second most popular drink, after tea. 500 billion cups are drunk every year. It's also the second most commonly traded commodity, after oil. The biggest coffee drinkers are Scandinavians. On average, people from Finland, Norway or Sweden drink two cups per person per day.

9

In the seventeenth century, a French doctor suggested that his patients mix milk into their coffee. Coffee had never before been drunk with milk, and this is the origin of café au lait. In recent times, coffee has been shown to have various health benefits; it can act as an anti-depressant, help burn fat and may protect people from Alzheimer's, Parkinson's and dementia.

10

Brazil, which is responsible for a third of the world's coffee, is the leading coffee producer, followed by Vietnam, Colombia and Indonesia.

Exercise 3 C Read the article again and answer the questions.

1. Who were Khalid and Baba Budan and what part did they play in the history of coffee?
2. What ‘firsts’ and ‘seconds’ did you learn about?
3. What are the benefits of coffee?

Exercise 3 D Work in groups. Discuss the questions.

1. Which facts in the article did you find surprising? Why?
2. Do you think coffee is a type of medicine?
3. Which is more popular in your country: tea or coffee?

Exercise 4 Did you know that ...? Read and find out about coffee.

TALKING ABOUT COFFEE IN ENGLISH

Coffee is a popular type of beverage. If you are a coffee lover, then you don't want to be caught unprepared when trying to order a cup of coffee.

Some people prefer strong black coffee. They tend to opt for “an espresso”. An espresso is strong black coffee made by forcing steam through coffee beans. It's also the main ingredient in many other types of coffee. The “Americano”, is a type of coffee made by pouring hot water into a shot of espresso. It can be very strong.

For those who prefer milk in their coffee, then the “cappuccino” is a firm favourite. It consists of espresso, hot milk and steamed milk foam. The cappuccino is similar to the “cafe latte” which consists of strong or bold coffee or espresso, mixed with scalded milk.

Most types of coffee will also have a cold option. If you don't like it hot then you can try “iced coffee”. This simply refers to the cold variation of any hot type of coffee.

Some people like to add a little alcohol in their coffee. These are referred to as “coffee liqueurs”. One of the more popular of these is “Irish coffee” which is espresso combined with whiskey and cream.

Remember, Coffee usually has caffeine but if you want a healthier option you can always ask for “decaf” (short for decaffeinated).

VOCABULARY PLUS MULTI-WORD VERBS

Exercise 4 A Read the texts. Match them with the lifestyles: sedentary, active, nomadic. Which lifestyle would you prefer?

‘I take after my parents in that I like working outside. We live on a farm that has been handed down from generation to generation in my family, so there are always things to do. When I was twenty, I started running the farm. Nowadays I work at least ten hours a day. I’m looking forward to retiring one day but that won’t be for another five years!’ (*Jake*)

‘I took over the family’s law business ten years ago. When my mother handed over responsibility to me, I didn’t realize how much work it was. I spend most of my days in the office trying to keep up with our classes. I probably sit at my desk for twelve hours a day and drink about six cups of coffee! I’m looking into employing another lawyer to ease some of the pressure.’ (*Melanie*)

‘I used to work in the city but I couldn’t put up with the noise and the people. I was always dreaming about escaping. Eventually, I couldn’t put it off any longer. I saved some money, left my job, and brought a camper van. I now travel all the time and make a living by doing odd jobs. I believe nothing should keep you from chasing your dreams, and I’m living my dream.’ (*Meredith*)

Exercise 4 B Find ten multi-word verbs in the texts in Exercise 7A. Match them with definitions 1-10.

take	1 _____	start being responsible for a job that someone else was doing before you
	2 _____	be similar to your father, mother, etc., because you have a similar character or appearance
hand	3 _____	give control or responsibility of something, e.g. a company, to someone
	4 _____	give something to someone, especially to a younger person, so that they continue a tradition
put	5 _____	delay doing something until later
	6 _____	accept an unpleasant situation without

		complaining
look	7 _____	find out about something so that you can take action
	8 _____	be excited about something that is going to happen
keep	9 _____	prevent someone from doing something
	10 _____	understand all the most recent facts about something

Exercise 4 C Find sentences 1-2 about multi-word verbs and complete examples a) and b).

- Multi-word verbs are idiomatic. You cannot usually guess the meaning from the words.
 - A multi-word verb has two or three words. The first word is a verb. The second (and the third) word is a preposition.
- a) verb + preposition; example: *take* _____
- b) Multi-word verb with three verbs; example: *look* _____

Exercise 5 A Underline the correct alternatives to complete the sentences.

- I need to lose weight, so I'm trying very hard to keep myself *from/to* eating sweet things.
- The head teacher is retiring next week. She's handing *up/over* to her deputy.
- Do you think we can put *on/off* the meeting till Tuesday? I'm away till then.
- We'll have to look *forward to/into* the type of course you could study in the future.
- I don't want to take *after/on* any more work. I'm overloaded already.
- Her earrings were handed *over/down* to the eldest daughter in the family.
- His son takes *after/on* him in looks and temperament.
- She had put *off/up* with his bad behavior for years, but finally she left him.
- This year's been hard. I'm so looking forward *at/to* the holidays.

10. What do you do to keep *on/up* with the news: watch TV or use the internet?

Exercise 5 B Complete the sentences with the correct form of multi-word verbs from Exercise 5A.

1. If you live in a student residence, you'll have to _____ a lot of noise.
2. Fashion changes so quickly it's difficult to _____ the latest trends.
3. My niece starts work in the family business next year, so I'll _____ the office administration to her.
4. Do you think your daughter will _____ her grandfather and become a doctor as well?
5. My new puppy loves shoes! I can't _____ him _____ chewing any he finds.
6. I had to _____ my dentist's appointment three times because of urgent meetings at work.
7. Thank you very much for your help and I _____ receiving the order next week.
8. Do you realize you'll have to _____ a lot more responsibility if you become head of department?

SPEAKING

Exercise 6 A Complete the sentences so they are true for you.

1. In my family, I take after/don't take after ...
2. Something I always /never put off doing is ...
3. For my work/studies, I have to/don't have to keep up with ...
4. One thing that has been /hasn't been handed down in my family is ...
5. Something I will/won't keep on doing for the rest of my life is ...
6. I always look forward to ...
7. I can't put up with ...

When you learn new words and phrases, always write example sentences. It's a good idea to write personalized

sentences; this means the sentences are about you. You have a better chance of remembering the new language if you personalize it.

Exercise 6 B Work in pairs. Discuss your sentences from Exercise 5A. Explain your answers.

WRITING

Exercise 7 Write a paragraph about your lifestyle, similar to the texts in Exercise 4A. Use at least three of the multi-word verbs from Exercise 4B or other multi-word verbs you know.

LESSON 2: LIFE IS BUSY

VOCABULARY VERB + PREPOSITION

Exercise 1 A Work in pairs and discuss. Is your life very busy? Can you give examples?

Exercise 1 B Read what three people say about their workload. Do any of the comments describe how you feel?

Jodi

• I feel completely **overwhelmed by** the amount of work I'm expected to do. I spend my life **racing around** trying to **keep up with** everything. There just aren't enough hours in the day.

Victor

• My problem is **have no control over** my workload. My boss forces me to **take on** too much and then I **struggle with** finding time to do it all.

Alejandra

• I try not to **let** my work **pile up**, too much. I prioritise my tasks and make sure that I **take time out** from work and **make time for** other things that are also important to me.

Exercise 1 C Match the phrases in bold in the comments with definitions 1-9.

- 1 take responsibility for _____
- 2 find time to do something or be with someone even when you're busy _____
- 3 do something at the necessary speed _____
- 4 allow something to increase _____
- 5 how you feel when something is too much or too difficult so you are unable to do it _____
- 6 have trouble managing or achieving something _____
- 7 go fast / do lots of different tasks quickly _____
- 8 not have the power to direct or manage something _____
- 9 stop what you are doing in order to do something else for a while _____

Exercise 2 Complete the sentences with the words in the box.

by	on	out	over	with (*2)	for	around	up
----	----	-----	------	-----------	-----	--------	----

1. You've been working too hard lately. You should take some time _____ to spend with your family.
2. It's hard having four kids. I spend all the day racing _____ with them from one activity to another.
3. He needs to make more time _____ his girlfriend. She feels he doesn't want to be with her.
4. I've let my work pile _____ so much that I can't possibly meet the deadline.
5. The government has got no control _____ the crisis, so the situation is getting worse.
6. My son is struggling _____ maths this year. He just doesn't understand algebra.
7. I don't think I can take _____ any more work this month. I'm too busy.
8. I can't keep up _____ technology. It changes so fast.

Exercise 3 Replace the words in bold in the sentences with the phrases in the box.

struggle with	make time for	be overwhelmed by
have no control over	pile up	take on
	keep up with	take time out
		race around

1. I've been so busy recently. I need to **have a break** and go on a yoga retreat.
2. I work full time and I also help at my son's school. I can't really **say yes to** any more responsibilities at the moment.
3. Don't give your email to that website. You'll **find it hard to deal with** the advertising they send you!
4. You'll really have to **go quickly from one place to another** this morning to get all you need for the holiday.
5. He can always **find a moment for** me when I need help.
6. I can't **go at the same speed** as my classmates. They all finish the exercises before me.
7. I haven't had time for housework this week, so I've let the ironing **accumulate**. It'll take me hours to do it!
8. We **can't manage** the situation because no one has given us the authority to act.
9. They **have difficulties** understanding his accent.

Exercise 4 Complete the sentences so they are true for you. Then work in pairs and compare your ideas.

1. I sometimes feel overwhelmed by ...
2. I have a tendency to take on ...
3. During the week I often race around ...
4. I try to make time for ...
5. One thing I have no control over is ...

READING

Exercise 5 A Read the article about busyness. What information is new for you?

HOW TO AVOID THE TRAP OF BEING CONSTANTLY BUSY

Business psychologist Tony Crabbe explains in depth why that sense of being busy might be killing real productivity. In fact, there's a much better approach.

Are you addicted to being busy?

Yet, as business psychologist Tony Crabbe explained recently, this idea of being in a constant state of “busyness” is not healthy or even that productive.

What can an entrepreneur do to avoid the busy trap at an early stage?

When I was young, we'd come back from holiday and roll up our sleeves to show how brown we were. It was a recognized ritual: the browner we were, the better the holiday had been. What do we do today? The typical post-holiday ritual these days is to exclaim ‘I came back to 3000 emails!’ The problem is, more often than not, the person you are speaking to turns around and says, ‘Well, after my holidays, I had 4000!’ You've just been *out-busied*! Research by Ann Burnett shows we actively compete to be the busiest. Busy is a brand!

I tell this story to illustrate an important point: our “busyness” is not an inevitable fact of modern life; we choose to be busy. For most, their busyness is a badge of honor; a demonstration of their success.

So the first thing to do, to escape the busy trap, is to accept that it's our fault. The second is to focus the blame in the right place. We tell ourselves, if only we could get more organized, we'd regain control. It's an illusion. We are never going to be able to organize ourselves out of the information and demand tsunami hitting us. We will never, ever get “on top” again.

The fact is, there are few things we do on a daily basis that aren't useful. So when we ask whether or not we should answer those emails, or go to that meeting or return that call; the answer will nearly always be yes.

One interesting statistic: we are consuming six times more information than we did in 1986. However, that increase pales in significance when compared to our increase in productivity. The typical worker, aided by their technology, produces 200 times more content than they did in the late 80s.

Are there things you have learned lately that can help people manage their time better?

The big thing is that we should stop managing our time. An over-focus on time is not helping to reduce our busyness; it's making it worse. First, it's important to note, that a focus on time increases the amount of things we do in a given chunk of time. Think of how much work you get done the day before your holiday!

The fact is, in today's economy, the biggest shortage isn't time, it's attention: our attention and that of our customers. What we should obsess about isn't cramming our time with more stuff; but using our attention wisely. Simply put, we achieve more when we focus, without distraction, on what we're doing.

Here are some practical strategies to help you do this:

Kill your to-do list: To-do lists stop us from focusing on our priorities. We don't need a to-do list to remind us of our one or two biggest priorities. We use them so we don't forget the unimportant little items

Have a bucket instead: The brain works best when you do one thing at once. All those thoughts, concerns, ideas, and tasks buzzing around your head are using up scarce intellectual resources, thereby reducing your thinking power.

Eat that frog: When we're on the way to work, we have some perspective on what is most important. However, once you open your email or voicemail you become rapidly embroiled in reactivity.

"Big chunk" your time: One of the aspects of busyness is the hopscotching between activities. While working on a project we get an email and respond, then go back to our original task... until the next email.

Do you feel devices like the Apple Watch help or hinder?

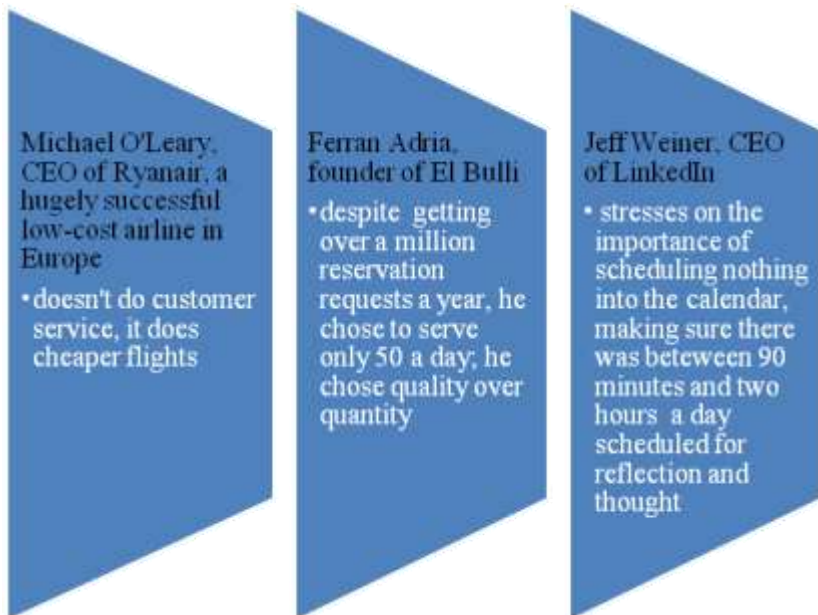
The simple answer is both. I'm a big fan of technology, but not of the way most of us are using it. On the plus side, devices like the Apple Watch are brilliant tools to monitor ourselves. The Apple Watch and other wearable technologies offer amazing apps to track our activity. On the flip side, the Apple Watch is yet another distraction that will further split and scatter our attention. At present, people look at their phones every six minutes; and are distracted at work every three

minutes. We know it takes about 25 minutes to get back on task after a distraction.

(After <https://www.inc.com/john-brandon/how-to-avoid-the-trap-of-being-constantly-busy.html>)

Exercise 5 B Work in groups. Discuss the questions.

1. Which facts in the article did you find surprising? Why?
2. Do you think busyness is a contemporary problem?
3. **Here are some** examples of entrepreneurs who have a good handle on “busy”?



Do you know any good examples of entrepreneurs who have a good handle on “busy”? What do they do?

4. Weiner says “*as the company grows larger, as the breadth and depth of your initiatives expand – and as the competitive and technological landscape continues to shift at an accelerating rate – you will require more time than ever before to just think*”. Is thinking important nowadays? Why? Why not?

GRAMMAR PRESENT TENSES: SIMPLE VS CONTINUOUS, STATIVE VERBS

Exercise 6 A Find and correct one or two mistakes in the sentences. When are both the simple and continuous forms possible?

1. I'm really being busy at the moment, so I'm try to get up at 5 a.m. to give me more time to get things done.
2. I try not to work in the evenings or at weekends. I'm preferring to get most of my work done during normal working hours.
3. My brother is always look at his phone while I try to have a conversation with him.
4. Sometimes I'm not realizing how long I spend on the computer. I'm going on there to check some information and before I know it, two hours has disappeared.
5. I'm not really agreeing with blaming social media for making us busy. I'm thinking the problem is relating to work.
6. When I go out to dinner with my husband, he's always check his phone for emails. I'm finding it really rude.

SPEAKING

Exercise 7 A Work in pairs. Make questions with the prompts.

Are you too busy?

1. you / work / something important to you / at the moment?
2. on average / hours / you / sleep / night?
3. you / find / difficult / say 'no' / work / even / you / be / busy?
4. how often / you / see/ friends?
5. how many emails / be / your inbox / moment?
6. you / feel / stressed / lot / time?
7. you / plan / holiday / for the near future?
8. you / have / hobby / pursue / regularly?
9. you / ever / take / day off / do nothing?
10. how often / you/ come home late / from school or work?

Exercise 7 B Add two more questions to the quiz in Exercise 7A.

Exercise 7 C Work in groups. Ask and answer the questions in the quiz. Who do you think is too busy?

LESSON 3: FAIR ISLE

DVD PREVIEW

Exercise 1 A Look at the fact file about a place called Fair Isle. Work in pair and discuss. How is this place different to where you live?

FACT FILE: FAIR ISLE

LOCATION TYPE:

- island

COUNTRY:

- Scotland

AREA:

- 2.97 square miles

ECONOMY:

- fishing, agriculture, wool clothes production

OTHER FEATURES:

- bird observatory

INFRASTRUCTURE:

- one primary school (older children go to boarding school off the island), one shop, one bar/restaurant at bird observatory, road connecting inhabited areas, one nurse (no doctor)

CLIMATE:

- cool summers, mild winters

THINGS TO DO:

- walking, birdwatching, Fair Isle Museum

Exercise 1 B Read about the programme. What might be good/bad about the lifestyle on Fair Isle?

BBC: Fair Isle

Fair Isle is a BBC documentary that looks at life on Britain's most remote inhabited island. To live on Fair Isle, you have to apply and be selected. It's a very tough lifestyle, with lots of outdoor work, but as the inhabitants mention, the island has its beauty and living there can be rewarding. The programme follows a couple, Shaun and Rachel, who are new arrivals on the island. Will they be able to adapt the lifestyle to the challenges of Fair Isle?

DVD VIEW

Exercise 2 Watch the programme. According to the people interviewed, what factors make it hard to live on the Fair Isle?

Exercise 3 What do we learn about the following?

1. electricity on the island
2. 'every able-bodied adult'
3. Shaun and Rachel's lives before they moved (jobs and relationship)
4. the history of Fair Isle
5. the population of the island
6. the location of Fair Isle

Exercise 4 A Work in pairs. What do you think the phrases in bold mean? What are the phrases used to talk about in the programme?

1. You can be **cut off** for days.
2. Every ... adult **holds down several jobs**.
3. The population is **at a critical point**.
4. It **cost them their life savings**.
5. The island needs people like them to **put down roots**.

6. There are no **half-measures**. If you decide to leave, you can't just come back.
7. We've had our **ups and downs**.

Exercise 4 B Watch again to check.

Exercise 5 What type of person do you think chooses to live on Fair Isle? What personal qualities do they need?

Exercise 6 A Read the first paragraph of a 'pros and cons' essay about lifestyle. What is the purpose of this first paragraph?

CITY LIFE OR THE QUIET LIFE?

It's an age-old question. Where do we put down roots: in a big, noisy city or a quiet, calm refuge? In 1845, the writer Henry David Thoreau embraced what would now be called an alternative lifestyle. Overwhelmed by restlessness and unable to put up with society, he went and lived alone in the woods for two years, two months and two days. He then wrote a famous book about his experiences. While he found happiness in solitude, other people need the bright lights and the company of crowds to feel alive. So, what are the benefits of city life? ...

Exercise 6 B What are the pros and cons of city life compared to life in smaller communities? Complete the essay in Exercise 6A.

TEST SECTION

Read the text below. For each of the empty spaces (1–10) choose the correct answer (A, B, C, or D).

How much exercise do we really need?

Ellen and David are committed to their workouts at the health club. They both go every day after work and (1)_____ at least one hour doing exercise. Both are in (2)_____ and feel fit. They believe in the motto "No pain, no gain".

Andy and Pam are sitting in front of the television and watching yet another commercial for the local gym. Neither one is an athlete, nor do they really (3)_____ to learn a sport now.

Are you more like Ellen and David or Andy and Pam? Or do you fall somewhere in between? We all know that exercise is important in (4)_____ the body healthy and (5)_____ the risks of disease. But for many people, the word *exercise* means hours of boring, strenuous activity. Recently, however, scientific studies have found that health benefits can be (6)_____ with non-strenuous exercise. This is very (7)_____ news for all those people who thought they had to athletes or work as hard as athletes to (8)_____ exercise worth it. The new (9)_____ say that every adult should do at least 30 minutes of moderate activity most days of the week. There are many ways to achieve this without buying expensive (10)_____ or joining a health club.

1	A use	B spend	C pass	D waste
2	A shape	B health	C strength	D well-being
3	A need	B require	C care	D demand
4	A holding	B preserving	C protecting	D keeping
5	A destroying	B increasing	C shortening	D reducing
6	A performed	B reached	C achieved	D fulfilled
7	A funny	B encouraging	C embarrassing	D confusing
8	A make	B get	C do	D perform
9	A guidelines	B ideas	C directions	D hints
10	A vehicles	B tools	C equipment	D machines

Read the text below. For each of the empty spaces (1–5) choose the correct answer (A, B, C, or D).

How many friends can you handle?

Robin Dunbar, an evolutionary psychologist, (1)_____ people can only deal with a maximum of 150 friends. More than that number and our brains can't handle it. This translates to behavior where we will not draw close relationships or remember enough details about a person to keep a friendship going.

If we (2)_____ it under 150 friendships, we can have a variety of relationships with people, feel (3)_____, schedule time together,

and do it (4)_____ without being overwhelmed. Our circle of actual friends (5)_____ small, limited not by technology but by human nature.

1	A say	B saying	C says	D have said
2	A keep	B will keep	C have kept	D kept
3	A connect	B connected	C connecting	D be connected
4	A anything	B everything	C each	D all
5	A are remaining	B remain	C remains	D have remained

MODULE 2

SCIENCE

LESSON 1: EVERYONE'S A SCIENTISTS

VOCABULARY SCIENCE

Exercise 1 A Work in pairs. Are any of these statements true for you? Explain to your partner.

1. I love/loved science at school.
2. Science is far too complicated for me.
3. I can see how science is used in everyday life.

Exercise 1 B What do scientists do and why is their work important?

Exercise 2 A Read sentences a)–f). What do the words in bold mean? Match them with definitions 1)–10).

- a) We put the **data** into the **database**.
- b) We **monitor** changes in the animals' **habitat**.
- c) We try to publish our research **findings**.
- d) We take water **samples** from the river to **analyse** them.
- e) We do **experiments** to **measure** changes in the environment.
- f) We use a microscope to examine tiny **organisms**.

- 1 facts or information
- 2 find out or prove something
- 3 a living thing – usually very small
- 4 a large amount of information stored in one place in a computer system
- 5 a small amount of something that you take in order to examine it
- 6 find out the size, weight or quantity of something
- 7 the natural environment in which a plant or animal lives
- 8 information people have learned as a result of their study or work
- 9 examine or think about something closely in order to understand it
- 10 carefully watch something to see how it changes over time

Exercise 2 B Put sentences a)–f) in Exercise 2A in a logical order (1-6)?

- 1 *We do experiments to measure changes in the environment.*
- 2 *We monitor changes in the animals' habitat.*
- 3 ...

Exercise 3 Match 1–6 with a)–f) to make sentences.

- 1 The researchers have found tiny organisms
- 2 We have collected a lot of data
- 3 It's clear that our findings prove
- 4 This is the only habitat
- 5 They have to measure
- 6 The information is put into the database

- a) which is used to classify the data.
- b) where these creatures still live in the wild.
- c) about the behavior of chimpanzees.
- d) that live on the shells of the turtles.
- e) the existence of a new species.
- f) the size of the territory.

Exercise 4 Underline the correct alternatives to complete the sentences.

1. The university has a huge *database/experiment* to store information about the latest research.
2. The doctors *monitored/analysed* his breathing for several days after the accident.
3. They have a lot of *data/organisms* to support their theory.
4. I hope you have *proved/measured* the amount of radioactivity correctly to see if it's safe to be here.
5. I hope to publish my *findings/samples* in a scientific magazine soon.

Exercise 5 A Work in pairs. Read the text. What do the words in bold mean?

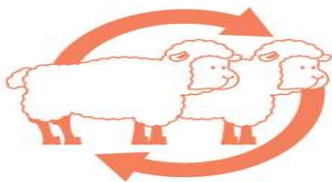
Three big issues in science today

Genetically modified food has the potential to reduce starvation as it allows us to produce large quantities of food that is **immune** from insects and disease. However, we still don't know if it has long-term effects on health or the environment.

Another issue is **fossil fuels**: petrol, coal and natural gas. Fossil fuels take millions of years to form and we are using them up too quickly. Also, the way we use them contributes to **global warming**. There is currently a movement to use **renewable energy** instead of fossil fuels.

A third issue is **cloning**. We have the technology to reproduce life forms from their **DNA**, and this may prevent the **extinction** of some animals. However, cloning is unnatural and part of **evolution** and many believe it is **unethical**. The answer may lie in **nanotechnology** – a method for manipulating extremely small quantities of **matter** such as atoms. Nanotechnology can allow us to regenerate injured body parts by growing them.

Exercise 5 B Which of these words in bold in Exercise 3A can you use to describe pictures 1–8?



1



2



3



4



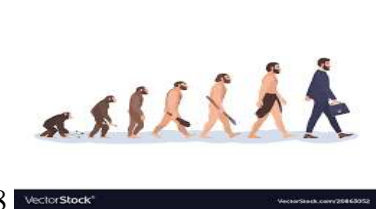
5



6



7



8

READING

Exercise 1A Read the article and choose the best title, a), b) or c).

- a) Rebuilding a forest
- b) The death of a forest
- c) Creating a natural park?

On 19 January 2013 Cyclone Gong passed through the Bussaco (Buçaco) National Forest in Portugal. When the storm hit, the wind speeds were high and hundreds of trees were damaged. Once the data was collected, it was estimated that about forty percent of the forest was affected. Some of the most well-known and extraordinary trees had fallen down or had to be cut down due to the damage. The destruction of this ancient collection of trees was **extensive** and when you look at the long history of this 105-hectar site, you realize how important it was to protect it and restore it to how it was before.

The forest's history

The forest has a documented past going back to the sixth century. Initially, it was home to a convent and then a palace (now a hotel) and nowadays it is also a natural habitat to over fifty-six species of animals and visited by many tourists. Unfortunately, as soon the foundation that manages the forest realized the **extent** of the damage, they knew that they didn't have the money to repair it all themselves. In order to replant all the trees that had been blown down in the storm, a community project called Bussaco Digital was started, combining technology with environmental **awareness**.

Bussaco Digital

The project involved an online **platform** where individuals, companies and schools could choose a species of tree they wanted to plant, from a choice of 250 types. Using GPS coordinates; they could see exactly where that tree had been planted in the forest and even view it on Google Earth. If you wanted to check on your tree, you could visit it and even dedicate it to a loved one. In addition, the fallen trees were used in many different ways: one ancient tree called Cedro de São José, which was brought down in the storm, was used to make a small bridge, and other fallen trees were used to make furniture.

The future

The great benefit of this project is that unless another storm hits the area in the near future, the money raised can continue to be used to improve **conservation** in the area while also supporting educational

workshops and the local economy. How successful has the project been? Well, thousands of school and corporations have planted trees, together with a large number of individuals. It will take time for the forest to recover from the storm, but thanks to the initiative, it is going in the right direction.

Exercise 1 B Read the article again. Are the statements true (T) or false (F)?

- 1. More than half the forest was destroyed by the cyclone.
- 2. There were famous trees in Bussaco National Forest.
- 3. People lived in the forest in the past.
- 4. Bussaco Digital uses technology to motivate people to help reforestation.
- 5. People have to visit the forest to see the location of the tree they sponsored.
- 6. The project has only been supported by businesses.

Exercise 1 C Match the words in bold in the article with definitions 1–5.

- 1 an understanding of something
- 2 computer system
- 3 protection of plants and animals
- 4 covering a large area
- 5 amount

LISTENING

Exercise 1A Read the introduction to a radio programme. How does citizen science work?

SCIENCE MATTERS	ON NOW	14:15–15:00
CITIZEN SCIENCE		
On Science Matters today, Anthony Walker looks at how we can call all be scientists. For years, real scientists have been giving scientific		

tasks to amateurs – ordinary, unqualified people. Once they are trained, these citizens go out and use special tools to monitor and measure the natural world. Then they report their findings to a central database. This fast-growing trend in science means that everyone can be a scientist!

Exercise 1B Listen to a radio programme. What else do you learn about citizen science?

Exercise 1C Listen again and answer the questions.

1. What do citizen scientists study?
2. How important are the contributions of citizen scientists?
3. Who are these scientists and what exactly do they do?
4. How is technology a part of this?
5. Can citizen science make the world a better place?

Exercise 1D Work in pairs. Discuss the questions.

1. Why do people want to become citizen scientists?
2. Would you or anyone you know like to become a citizen scientist?
What area would you explore: weather, animals, pollution, the ocean? Why?

LESSON 2: SMART TECH, LAZY BRAIN

READING

Exercise 1 A Work in pairs. Look at the headings in the article.
How do you think technology affects these things?

attention memory mood multitasking sleep

Exercise 1 B Read the article and answer the questions.

IS TECH REWIRING OUR BRAINS?

We increasingly rely on social media to talk to friends, GPS to navigate and the web for information. But reports suggest that modern technology is making us less intelligent and more antisocial. We struggle to remember our own phone number when only a few years ago we could recall dozens. Online readers have short attention spans and many of us panic when separated from our smartphone. So, what's happening?

The reality is that our brains do change when we use a smartphone or computer – but they also change when we use a pen, a screwdriver or any other tool. They change when we mow the lawn, play golf or cook dinner. Our experiences continually shape the way the brain works.

So how are our brains adapting to living in today's screens-first, always-online, networked world?

Attention

Phones buzzing with text message, Facebook notifications and news alerts continually distract us. Many experts believe that this continuous bombardment has decreased our ability to focus. A study by Microsoft found that the average human attention span had dropped from twelve seconds in the year 2000 to just eight seconds in 2015.

Memory

With phone numbers, routes and facts just a touch away, we're becoming less dependent on our memory. German neuroscientist Manfred Spitzer warns that this 'cognitive offloading' could lead to a kind of 'digital dementia', where people can no longer remember everyday information because they rely on technology to remember for them. Studies on internet and gaming addicts have shown their brain's grey matter actually shrinking. Digital offloading also make memories less vivid. A US study showed that we are actually less likely to clearly remember things or events which we have taken photographs of.

Mood

Scientists have reported strong links between heavy internet use and depression. Health education expert Dr Aric Sigman says, 'There's a relationship between the amount of time you spend on social media

and increased body dissatisfaction'. Sigman also cites a study in which girls who instant messaged their mothers released the stress hormone cortisol, rather than the feel-good hormone oxytocin associated with face-to-face interaction.

Multitasking

Our 'always-on' culture has been referred to as 'infomania' by psychologist Dr Glenn Wilson. It has been reported that working in a room full of distractions (mobiles ringing and emails arriving) reduces workers' IQ by ten points. Research also shows that multitasking while learning is likely to lead to knowledge which is not as deeply embedded in our memory.

Sleep

We now spend more time on our devices than we do sleeping.

According to our survey, we engage in media or communication activities for eight hours and forty-one minutes daily, and sleep for eight hours and twenty-one minutes. Technology keeps us up for two reasons. First, we are stimulated by the content. Second, the LED screen uses blue light, which prevents the brain from producing the sleep hormone melatonin.

1. What examples does the article give of how people rely on technology?
2. What effects does it claim that this has on our brains?
3. According to the article, why has our attention span decreased?
4. How can you explain the term 'cognitive offloading'? Why might it be a problem?
5. Why might it be a bad idea for girls to text their mothers?
6. Can you give two reasons why technology makes us sleep less?

Exercise 1 C Work in groups. Discuss the questions.

1. Does any of the information in the article surprise you?
2. Look at the underlined sentence in the article. Who does we refer to?
3. Do you trust research like this? Why? Why not? Do you believe IQ drops by ten points in a room full of distractions? Doesn't it depend on the kind of work you're doing?

4. Do you see your own use of technology reflected in the research claims in the article?

VOCABULARY REPORTING VERBS

Exercise 2 A Discuss the statements. One of the statements is false. Which do you think it is?

- 1 Reports **suggest** that modern technology is changing our brains and our personalities.
- 2 Experts **agree** that children who spend too much time in front of screens have short attention spans
- 3 A US study **showed** that searching on the internet can increase brain functions in older people (aged 55–76).
- 4 Scientists **report** that some teenagers spend eighteen hours a day interacting with technology.
- 5 Research **claims** that millennials (people who reached adulthood around the year 2000) have better memories than older people.
- 6 Experts **believe** that the more we constantly interact with technology, the harder it is for us to experience deep emotions.
- 7 A report has **confirmed** that digital screens affect the brain like cocaine.
- 8 Research **proves** that our brains physically change as a result of using technology.

Exercise 2 B Put the letters in brackets in the correct order to complete the sentences.

1. Politicians _____ (erega) that more money should be invested in the project.
2. Scientists _____ (sgstgeu) that climate change is caused by global warming.
3. Some people _____ (ilmca) that they have met aliens from other planets.
4. Finance experts _____ (proter) that we spend more on our cars than our children.
5. Recent studies _____ (whos) that more people are living alone.

6. The latest findings _____ (opver) that there is water on Mars.
7. Specialists _____ (rmocfn) that back pain can be cured.
8. Most people _____ (elibeve) that technology improves their lives.

LISTENING

Exercise 3 A Listen to four people talking about technology. Match speakers 1–4 with statements a)–d).

1 Emma 2 Philip 3 Isla 4 Denis

- a) Technology doesn't improve learning in the classroom.
- b) Technology is damaging our planet.
- c) Technology gives disabled people a chance to live a normal life.
- d) Technology disables people to live and work almost anywhere they want.

Exercise 3 B Listen again and answer the questions.

1. Who like to work outside sometimes?
2. Who thinks technology doesn't help memory?
3. Who uses technology to write?
4. Who thinks we are sometimes irresponsible with technology?
5. Who uses videoconferencing for their work?
6. Who is a student?
7. Who feels their job is important?
8. Who is worried about the speed of changes in technology?

Exercise 3 C Read extracts 1–5 from the recording. Match the words in bold with definitions a)–e).

1. I always had to organize for that people to be there in advance.
2. Students are more eager to learn on iPads.
3. They are stationary all the time.
4. It is vital that I keep up to date with the latest medical knowledge.
5. My patients feel more secure when they know I have the support of the experts.

- a) before a particular time
- c safe
- e) extremely important

- b) nor moving
- d) keen

SPEAKING

Exercise 4 A Look at the information below and write some questions to ask a partner.

TECHNOLOGY	favourite? overuse? useful for learning? choose not to use?
MULTITASKING	use phone/watch social media when you work/study? music when you work/study? ever get distracted / work?
SOCIAL MEDIA	what? when? a good thing? disadvantages? who?

Exercise 4 B Work in pairs or groups. Ask and answer your questions from Ex. 3A.

A: Do you think social media is a good thing?

B: Yes, I use it all the time.

Exercise 4 C Work in small groups. Answer the questions.

1. Do you think technology has changed your generation? If so, how is this a good thing?
2. Does your generation use social media differently from other generations? If so, how and why?

Exercise 4 D Summarise your group's discussion for the class.
Use these phrases.

- It has been suggested that our generation has ...
- It is claimed that ...
- It is thought that ...

VOCABULARY PLUS COMMONLY CONFUSED WORDS

Exercise 5 Look at the pairs of commonly confused words in the box. Do you know the difference between the words in each pair?

accept/except	advice/advise	economic/economical
experience/experiment	possibility/opportunity	
principal/principle	right/rightly	sensible/sensitive
complement/compliment	stationary/stationery	

Exercise 6 A Complete the sentences with words from Ex.4

1. Use of mobile phones is _____ banned during examinations, I my opinion.
2. A: That's a beautiful necklace. Where did you get it?
B: My mother gave it to me! Thanks for the _____!
3. The _____ reason for the failure was poor communication, although there were other factors.
4. We were lucky to have had the _____ to explore.
5. A: I'm worried about Aisha. I don't know where she can be.
B: Don't panic. She'll turn up soon. She's very _____ girl/
6. The printer has run out of paper and I can't find a pen that works. I need some new _____.
7. A: I really think you should take this opportunity.
B: Thanks for the _____!
8. People struggle to _____ that the world is changing.
9. I couldn't accept the offer on a matter of _____.
10. It's a great car, and very _____.

Exercise 6 B Work in pairs. Act out these situations. Student A: follow the instructions for each situation. Student B: give a natural response. You only have forty minutes for each situation. Then swap roles.

Student A

- Give your partner a compliment.
A: That shirt really suits you.
B: Thanks for the compliment!
- Suggest three pieces of advice about technology use.
- Describe an enjoyable experience.
- Describe an opportunity you shouldn't miss.

Student B

- Think of a crazy experiment.
- Describe the most economical holiday.
- Give your partner advice on how to cure internet addiction.
- Describe the most sensible person in your family.

Exercise 7 A Underline the correct alternatives to complete the sentences.

1. The principal/principle ingredients of the dish are potato and eggs.
2. A good psychologist is sensible/sensitive towards the feelings of other people.
3. She's done everything accept/except write up the report.
4. He right/rightly told the media about the illegal recordings.
5. This car is very economic/economical to run. It hardly uses any petrol.
6. You need to buy some stationary/stationery before you start your course.
7. I recommend everyone should experience/experiment a day in our spa.
8. I've never had the possibility/opportunity to meet a film star.

9. The police advise/advice people to use public transport during demonstrations.
10. Those green earrings really complement/compliment your dress.

Exercise 7 B Complete the conversations with the words in italics in Ex 7A.

A

A: Good morning, doctor. I wonder if you could _____(1) me about the best way to get fit.

B: Of course. What exercise do you usually do?

A: I don't often have the _____(2) to do much because I'm busy at work.

B: Well, it isn't _____(3) to try and do too much at first – you might hurt yourself. Maybe walking in your lunch hour?

B

A: I need some paper for the printer. I've looked in the _____(4) cupboard, but there's none left. Is there any _____(5) you could go out and buy some?

B: That's not really my job. Sorry, no one is authorized to purchase stationery _____(6) Jackie in the admin team.

C

A: Your final project was excellent, Paula. You are one of my best students.

B: Thanks for the _____(7)! I'm delighted with my results.

A: What are your plans now?

B: I hope to get some _____(8) as an intern with a company this summer. Then I may do a Master's.

Exercise 8 A What is the difference between each pair of words in the box?

remember/remind	dessert/desert	journey/travel
fun/funny	receipt/recipe	nervous/irritable
sympathetic/nice (to describe someone)		

Exercise 8 B Complete the sentences with words from Ex. 6A.

1. I've got a terrible memory. Please can you _____ me to call my wife later?
2. He gets very _____ when he's driving, and shouts at other drivers.
3. It was wonderful to meet Katie after all this time. She was so _____ and welcoming.
4. I hope your _____ here was OK and there weren't too many delays.
5. You had a party? Oh that sounds _____.
6. A: That'll be twenty-five Euros.
B: Thank you. Can I get a _____, please.
7. I hope you enjoyed your meal. Would you like to see the _____ menu?

TEST SECTION

Read the text below. For each of the empty spaces (1–5) choose the correct answer (A, B, C, or D).

ATOM-SMASHER

The most powerful atom-smasher ever built could make some weird discoveries, such as invisible matter or extra dimensions in space.

But some critics fear the Large Hadron Collider could exceed (1)_____ wildest expectations: Will it create a black hole that could swallow Earth? Ridiculous, say scientists.

“Obviously, the world will not end when the LHC (2)_____ on”, said project leader Lyn Evans. “If I thought that this was going to happen, I (3)_____ well away from here,” he said.

The collider basically consists of a ring of magnets 17 miles in circumference (4)_____ to huge barrel-shaped detectors. The ring, which crosses the French and Swiss border, is buried 330 feet underground. The safety of the collider, which will generate energies seven times (5)_____ than its most powerful rival, at Fermilab near Chicago, has been debated for years.

1	A physicist's	B physicists	C physicists'	D physicist
2	A switch	B will be	C switched	D switches

		switched		
3	A am	B would be	C was	D will be
4	A attached	B attaching	C attaches	D attach
5	A high	B more high	C higher	D highest

Read the text below. For each of the empty spaces (1–5) choose the correct answer (A, B, C, or D).

SKYPE: LET'S TALK

Since the mid-1990s, one of the greatest online challenges has been setting up voice chat over the Internet.

Skype was founded by Niklas Zennstrom (a Swedish citizen) and Janus Friis (a Danish citizen) in 2003. (1)_____ of these brilliant young men were novices in the field.

(2)_____ Skype, two computers need to install the free program. Then, using a microphone and speaker (or headset), people can talk to each other for free over the Internet. Aside from voice chat, Skype has an array of other features, such as text-chat, video-chat, and file-sharing functions. The program is used by individuals, companies, and even English teachers, who (3)_____ conversation classes through Skype.

But Skype is not a charity. It earns money by (4)_____ for premium services. You pay a fee to use your computer to call a regular telephone. Skype also charges a fee for its Skype Voicemail service. Still, these services are generally much (5)_____ than those offered by traditional telephone companies.

1	A Both	B Either	C Neither	D Nobody
2	A Used	B Use	C To use	D Using
3	A held	B hold	C were held	D has been held
4	A charging	B charged	C charges'	D charge
5	A cheap	B more cheaper	C cheapest	D cheaper

MODULE 3

KNOWLEDGE

LESSON 1: LESSONS FROM THE PAST

SPEAKING

Exercise 1 Do you recognize any of the people in the pictures? If so, what do you know about them? Who are the greatest historical figures in your country?



READING

Exercise 2 A Read four stories about the people in the pictures.
Which do you like best?

KNOWLEDGE AND POWER

Four lessons from historical figures

1 Michelangelo pretends to sculpt

In 1502 Piero Soderini, the mayor of Florence, commissioned Michelangelo to build the statue of David. When the piece was nearly finished, Soderini, who thought he was an expert, told Michelangelo the nose was too big. The sculptor climbed a ladder with a handful of dust and a chisel. He then pretended to make alterations, tapping the chisel gently against the stone, careful not to do any damage, while dropping dust from his hand. 'Look at it now', he said. Soderini replied, 'I like it better. You've made it come alive'.

The lesson: _____

2 Churchill paints a sheep

British Prime Minister William Churchill was a talented painter. Once, when visiting publisher Henry Luce in Luce's New York office, Churchill saw one of his own paintings on the wall. Luce commented, 'It's good, but I think it needs something in the foreground – a sheep, perhaps'. He didn't expect Churchill to take him seriously. However, a few days later, Churchill's secretary called, asking for the painting to be sent to England. Luce panicked, thinking he had done something wrong and offended Churchill. He sent the painting anyway, and shortly afterwards, the work was returned with a sheep newly painted in the foreground.

The lesson: _____

3 Curie sisters made a deal

Marie Curie, whose achievements in science won her Nobel prizes in physics and chemistry, did not have an easy childhood. When she was young, her family was too poor to take advantage of her obvious intelligence and send her to university. The person who helped her to get an education was her sister, Bronislawa. The sisters, who were very close, made a pact. Marie would work as a governess, making enough money to pay for Bronislawa's medical studies. Then, after starting her career, Bronislawa would finance Marie's studies. The deal worked perfectly. They paid for each other's education and the rest is history.

The lesson: _____

4 Hachepsut builds for glory

In Ancient Egypt, when King Thutmose I died, his daughter Hachepsut became queen and took control of the country. But the real power always belonged to men, so she declared herself 'king'. She then did various deeds to demonstrate her power: she commissioned hundreds of statues of herself, restored important monuments, had carvings made that showed her as a daughter of the god Amun (some depicted her with a long false beard) and finally, she built a massive burial temple to ensure that her reputation would survive after death. Hachepsut understood that male rulers took their power for granted, but she had to do her utmost to gain respect.

The lesson: _____

Exercise 2 B Each of the stories can teach us a lesson. Read stories 1–4 again and match them with lessons a)–d).

- a) Work with people who have the same goals as you.
- b) Know how to sell yourself.
- c) Let powerful people feel important.
- d) Listen to criticism.

Exercise 2 C What do you think of these lessons? Have any applied to you?

VOCABULARY LEXICAL CHUNKS WITH *MAKE, DO, TAKE*

Exercise 3 Find phrases with *make, do* and *take* in the stories. Match them with 1–12.

make

1. change things (story 1) _____
2. make an agreement or arrangement (especially in business or politics) (story 3, title) _____
3. make a formal agreement between two groups/people (story 3) _____
4. earn (story 3) _____

do

5. cause physical harm (story 1) _____
6. make a mistake (story 2) _____
7. do an important task (story 4) _____
8. do everything possible (story 4) _____

take

9. pay attention to someone and/or their opinion because you think it is important (story 2) _____
10. use a situation for your benefit or gain (story 3) _____
11. be in charge or become the boss of something (story 4) _____
12. accept without questioning or assume something (story 4) _____

Exercise 4 Complete the sentences with *make, do, take*.

1. The fire will _____ terrible damage to the ecosystem in the area if we can't get it under control.
2. The political parties will have to _____ pact because none of them has a majority in the parliament.

3. His mother thought he could _____ nothing wrong until she realized he'd been stealing.
4. You will have to train really hard and you _____ utmost to win.
5. You shouldn't _____ it for granted that New Year's day will be a holiday because we might ask you to work.
6. The people in the town won't _____ the warning seriously unless the police confirm the danger.
7. We've had to _____ some alterations to the schedule for next week to fit in an extra meeting.
8. The two businessmen knew they had to _____ a deal to protect both companies.
9. Passengers may _____ advantage of the VIP lounge before they fly.
10. some people's aim in life is to _____ as much money as possible.

Exercise 5 Complete the article with the phrases in the box.

making an enormous amount of money	
make a deal	take the treat seriously
have taken control of	took advantage of
have done their utmost	did nothing wrong
have done tremendous damage	

No end to the war

Latest reports from the north of the region is that the rebels (1)_____ the oilfields and (2)_____ to the infrastructures in the city. People have criticized the army because they didn't (3)_____ enough and although they (4)_____ to recapture the city, the rebels clearly (5)_____ their lack of organization. However, the government claims that the army generals (6)_____ and are prepared to (7)_____ with the rebels to try and achieve peace. Meanwhile, it is clear that arms manufacturers are (8)_____ from the situation.

Exercise 6A Match the comments in each set with their explanations, a), b) or c).

- | | |
|--|---|
| 1 'Sorry! My dog ate my essay!' | a) She made an exception (for him). |
| 2 'Everyone except John has to go to the gym.' | b) She made an excuse. |
| 3 'I tried my hardest.' | c) She made an effort. |
| 1 'Our dog never hurt anyone or broke anything.' | a) He did the dishes. |
| 2 'I washed the plates and forks.' | b) He did her a favour. |
| 3 'I did the job for her, for free.' | c) He didn't do any harm. |
| 1 'I did all the work on my own! It was all me!' | a) She took an interest in the subject. |
| 2 'I believe you.' | b) She took the credit. |
| 3 'Tell me more about this.' | c) She took his word for it. |

Exercise 6B Complete the sentences to make them true for you.

1. I take an interest in
2. I hate it when people take the credit for ...
3. I might take someone's word for it when ...
4. The last time I made an excuse was
5. I always make an effort when I'm ...
6. The last time I did the dishes was ...
7. I'm always doing favours for ...
8. it never does any harm to ...

LESSON 2: BIG DATA

SPEAKING

Exercise 1A Look at the photo. What do you think it shows?



Exercise 1B Read the article and answer the questions.

1. Can you think of examples of how your everyday activities are tracked?
2. Are you concerned about governments and big businesses monitoring and collecting data about you? why? Why not?

Data is everywhere

We are living in an era where data is everywhere. As we walk around every day, our phones and devices track our location. Apps and websites we visit are tracked. When we walk along the street or into a shopping centre, our movements are tracked by surveillance cameras. If we get into a car with GPS, we are tracked. If we drive too fast or go through a red light, there is a camera. If we wear a medical device, information about our activities and our health is tracked. It's known as 'digital exhaust', the trail of data that we leave behind us, and now all this information is being collected and analysed. From business to science, from government to the arts, 'big data' is everywhere and it's about to change our lives forever.

LISTENING

Exercise 2A Listen to an interview about 'big data'. Tick the topics in the box the speakers mention.

healthcare	education	news	crime prevention
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online dating	farming/agriculture	traffic
politics/elections	sports	

Exercise 2B What does the man say about each topics?

Exercise 3A Circle the correct answer, a) or b). then listen again and check your answers.

- In the future big data will be used in healthcare to cure diseases like cancer by
 - developing new and more effective drugs and predicting the progress of the disease.
 - matching patients to exact treatments and increasing monitoring to help prevent the disease.
- Police are using data to
 - predict where a crime is likely to happen.
 - identify criminals.
- Online dating websites can use
 - information shared on social networks to understand your personality and find a match.
 - location tracking from social networking apps to help people find a partner who lives near them.
- Professional sports players have their performance tracked
 - so that their pay can be tracked according to their performance.
 - both when they play the sport and in their free time.
- In the future traffic jams in big cities
 - will be a big problem as there are more and more driverless cars.
 - should decrease as data analytics helps drivers to choose a better route.

Exercise 3B Work in groups and discuss. Do you agree that big data analytics is going to change the world for the better? What do you think the downsides might be?

GRAMMAR FUTURE FORMS

Exercise 4A Work in pairs. Underline the future forms in the sentences. Then discuss why you think each form is used.

1. Big data everywhere and it's about to change our lives forever.
2. Experts try to work out where the disease is going to spread to.
3. In the future it will be used to cure diseases like cancer.
4. Data in healthcare enables us to predict when there might be a problem.
5. They use the data to help predict where crime is likely to occur.
6. In the future you'll probably never get stuck in a traffic jam.
7. You won't be driving your own car either; it'll be driving itself.
8. Big data is due to change the world. I think it will be for the better.

Exercise 4B Match sentences 1–9 in Exercise 4A with rules a)–h). You need to match one of the rules with two sentences.

RULES	<ol style="list-style-type: none"> 1 Use <i>going to</i> + <i>infinitive</i> for a prediction based on evidence. 2 Use <i>will/won't</i> to make general predictions. 3 Use <i>probably will/won't</i> to make a prediction less certain. 4 Use <i>may/might</i> for predictions which are less certain. 5 Use <i>be about to</i> for something that is going to happen soon. 6 Use <i>be likely to</i> when a prediction is probable. 7 Use <i>be due to</i> for something that is expected to happen. 8 Use <i>be bound to</i> for a prediction that is very likely.
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Exercise 5A Underline the correct alternatives to complete the article.

The problems with big data

So big data (1) *is going/might* to transform how we live, work and think. But is there a dark side to big data? Big data analysis will (2) *probably/due to* improve our lives in some ways but there (3) *will/are* bound to be problems too.

Robocop

If you're (4) *about to/bound* commit a crime in Dubai, you (5) *might/might to* get stopped by a robotic police officer. Robocop uses



big data to identify offenders. One problem is that if we have technology that can predict what people (6) *are about/are about to* do, then in the future (7) *will/are* we going to punish people for crimes before they even commit them? Also, in Dubai the police department (8) *is about/is*

due to replace a quarter of its officers with robots by 2030. In the future many jobs done by people today will be performed by robots using big data.

Ice cream

It's also important to consider how we interpret this data in order to get the best outcomes. For example, big data tells us that in summer deaths from drowning (9) *going to/will* increase, and so (10) *will/likely* the amount of ice cream people eat. Data analytics (11) *might/bound* suggest that if you eat ice cream, you're more (12) *likely/about* to die from drowning. But the reason the two activities increase is because it's summer. If big data (13) *going/is going to* help us, (14) *we'll have/we might* to become better critical thinkers.

Exercise 5B Do you think robotic police officers are a good or bad idea? Do you think it's important that we become better critical thinkers?

VOCABULARY CRITICAL THINKING

Exercise 6 Match the words in bold in sentences 1–10 with definitions a)–j).

1. That seems like a **plausible** explanation.
2. It's a **reliable** source of information.
3. The media coverage during the election was **biased**.
4. The article contains a number of **misleading** statements.
5. Unfortunately, their business strategy was fatally **flawed** and they went bankrupt.
6. We need **accurate** information about the spread of the disease.
7. That seems like a **reasonable** solution to the problem.

8. I'm sure there's a perfectly **rational** explanation.
 9. Doctors nowadays are more **open-minded** about alternative medicine.
 10. She's very **well-informed**. She obviously knows her subject.
- a) that can be trusted or depended on
 - b) fair and sensible
 - c) having a lot of knowledge or information about something
 - d) believable
 - e) having a weakness or imperfection
 - f) designed to be deceptive
 - g) explained using facts and logic rather than emotion
 - h) willing to try new things or consider new ideas
 - i) correct in all details; exact
 - j) unfairly preferring one person or group over another

Exercise 7 Complete the sentences with the words in the box.

rational	accurate	misleading	biased	reasonable
flawed	open-minded	reliable	well-informed	plausible

1. His opinion is _____ because he'll always support the left-wing party without question.
2. 'I left my homework on the bus' is not a(n) _____ excuse. You always come by car.
3. She's very _____ and is never late.
4. His arguments are totally _____ because he has followed a logical process.
5. Do you think he's _____ enough to accept the cultural differences in his new post abroad?
6. He's _____ about the latest research and can tell you all you want to know.
7. The design of the machine was _____, so they had to return them all to the factory.
8. Without _____ sales figures we can't calculate our profit.
9. It's not _____ to ask employees to work twelve-hour days.

10. Statistics can often be _____ as they can be manipulated to give a false impression.

Exercise 8 Underline the correct alternatives to complete the conversation between three detectives talking about a case.

- Ann:** So, how are you getting on with the investigation?
- Rob:** I've had some information from a source about the movements of one of the suspects, from his girlfriend.
- Joe:** Do you think she's (1) *reliable/accurate*? After all, she is his girlfriend, so she might tell us something (2) *misleading/open-minded*.
- Rob:** You may be right. Perhaps the street cameras will give a more (3) *accurate/well-informed* picture of where he was that night.
- Joe:** OK, I'll check. Now, I think the way the robbery was planned doesn't fit in with the way the mafia usually operates, so the theory mafia involvement may be (4) *rational/flawed*.
- Ann:** What do you mean?
- Joe:** Well, it's just not (5) *plausible/reliable* that they would wear clown masks and escape on bicycles.
- Ann:** If you say so, but don't be (6) *biased/reasonable*. We have to investigate all the possibilities.
- Joe:** Right, I'll be (7) *accurate/open-minded* about that one. Now, the second suspect is a problem. He appears to be (8) *well-informed/biased* about our plans, so every time we get close to him, he has already moved on.
- Rob:** The (9) *rational/accurate* explanation for that one is that he has friends in the police force.
- Ann:** That's certainly a (10) *reasonable/flawed* observation.
- Joe:** It is. Right, I'll look into it

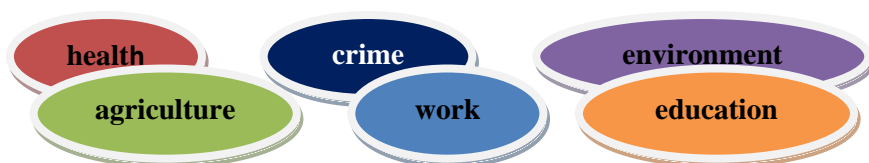
Exercise 9 Work in pairs. Discuss the questions.

1. Can you believe everything you read? Why? Why not?

2. Do you know any news websites that you think are reliable/unreliable?
3. How can you be sure that the information you receive is accurate?
How can you stay well-informed?
4. 'Statistics can be misleading'. Do you agree?

SPEAKING

Exercise 10A Look at these topics and the questions below. Make notes.



- Within the next fifty years, what do you think will be the major problems in each area?
- What will be the consequences of these problems?
- Can you think of any possible solutions?
- Do you think big data will have an influence on this?

Health:

Problem: Antibiotics will no longer work.

Solutions:

Exercise 10B Work in groups and compare your ideas. What do you think are going to be the greatest challenges in the next fifty years?

VOCABULARY PLUS NUMBERS AND STATISTICS

Exercise 11A Read the article. Choose the best sentence, a), b) or c) to summarise the writer's idea.

- a) The way you say something can alter the meaning.
- b) Images are more powerful than words.
- c) Don't always trust what you read or hear.

The power of words (and numbers)

‘Twenty percent of the population will lose their beloved pet in the next year.’ Now we’ve worried. It sounds like very soon our little dog may no longer be with us. But wait a minute – does it mean we’re going to lose our dog, someone is bound to steal our dog, our dog is going to die or we’re about to give away our dog because we’re moving away or too elderly to take care of it?

Words are powerful, but they can also be misleading. Never more so than in politics where figures are manipulated to serve the interests of a political party. When you survey a number of people, there are lots of ways of making the results fit your agenda, or reports the situation using the words you want people to hear. If a politician wanted to increase spending on the police force, he or she might say, ‘Hundreds of people are terrified to leave their homes at night,’ while omitting to tell us that hundreds more feel quite safe.

These statements play on emotions rather than being based on facts. Even if they are based on facts, they are often not based on all of the facts. Then there are the people who are asked questions in a poll or survey. If only fifty people are asked, they will not represent the opinion of everyone. For an accurate poll to be carried out, enough people need to be asked, but also a variety of people: it might be that the poll is carried out during the day when a lot of people are at work, so the answers only represent those who do not work.

Newspapers need to have sensational stories to sell papers, so if the statistics aren’t newsworthy, they won’t publish them. This means that sometimes new statistics are ignored. On other occasions, politicians will deliberately ignore results of polls if they don’t support their argument, or polls can be redone with different questions to get a different outcome.

It’s all about how you look at it. If your son comes home and says, ‘I got sixty-seven percent, which is a B,’ you are likely to be pleased – until you find out that every other member of the class got an A.

Exercise 11B Complete the sentences with the words in the box.

emotional	be lost	a lot of	don’t always
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1. It's unlikely that many pets will _____ in the coming year.
2. We often use _____ words to convince others.
3. To get a good idea of public opinion, _____ people should be asked.
4. Journalists _____ report the news they find out about.

Exercise 11C Match the words/phrases in bold in the article with definitions 1–5.

- 1 a study of people's opinions
- 2 support your way of thinking
- 3 interesting as news
- 4 giving the wrong impression
- 5 result

Exercise 12 Read the facts. Do any of them surprise you? if so, why?

EIGHT AMAZING FACTS about big data that everyone should know

1	Every 2 days we create as much data as we did from the beginning of time until 2013 .
2	Over 90% of all the data in the world was created in the last two years.
3	Every minute we send 204 million email, generate 1.8 million Facebook likes, send 278,000 tweets and upload 200,000 photos to Facebook.
4	Google processes on average over 40,000 search queries per second, which amounts to 3.5 billion in a single day.
5	Around 100 hours of video are uploaded to YouTube every minute. It would take you around 15 years to watch every video uploaded by users in one day.
6	If you burned all the data created in just one day onto DVDs,

you could stack them on top of each other and **reach the moon (384,400 km) – twice.**

7 **570** new websites spring into existence every minute of every day.

8 The number of bits of information stored in the digital universe is thought to have **exceeded the number of stars** in the physical universe in **2007**.

Exercise 13 Match the numbers in the box with how we say them.

10%	3.2	276,000 km	-10°C	50 m ²
	10:1	150 kg	1,800,000	

1 one point eight million / one million, eight hundred thousand

2 two hundred and seventy-six thousand kilometers

3 ten percent

4 fifty square metres

5 minus ten degrees Celsius

6 three point two

7 one hundred and fifty kilograms

8 ten to one

Exercise 14A Listen and complete the sentences with the numbers and units you hear.

1. Redwood trees can measure over _____ in height.

2. The city of Jericho is over _____ old.

3. The temperature on the surface of the sun is estimated to be nearly _____ Celsius.

4. Rainforests cover less than _____ of the world's land surface.

5. To get into space, rockets must travel at _____ per second.

6. A hurricane can be as large as _____ wide.

7. Dinosaurs lived on the earth for about _____.

8. Some statistics show that _____ people are bitten by snakes every year.

9. The tunnel under the sea from the UK to France is _____ long.
10. The Coco de Mer palm tree seeds can measure _____ in diameter.

Exercise 14B Match a)-h) with 1-10 in Exercise 13A to make complete sentences.

- a) and cost £9 billion to construct.
- b) and used to have a population of 2,000 people.
- c) which is 24 times as hot as an oven.
- d) and 40,000 of them die.
- e) and can live for up to 1,500 years.
- f) but 50 percent of all animal species live there.
- g) and weigh up to 20 kg.
- h) but take between 150 to 300 days to travel to Mars.
- i) and can reach winds up to 300 km per hour.
- j) and one of the largest was about 40 m long.

Exercise 15A Work in pairs. Ask and answer questions to complete a list of crazy statistics.

Student A

Crazy statistics

- 1** _____ % of humanity lives on less than \$10 a day.
- 2** The average American will spend _____ months of their life talking on the phone.
- 3** If everyone on Earth properly washed their hands, nearly _____ lives would be saved every year.
- 4** Human life expectancy has increased more in the past 50 years than in the last _____ years.

- 5** You will probably spend about _____ months of your life on the toilet!
- 6** The average person will walk _____ km in their life. That's more than 3 times around the world!
- 7** Your probability of living to more than 110 years old is 1 in 7.000.000.
- 8** Your chance of eating a spider while you are asleep is actually close to 0%.
- 9** The average person will yawn about 250,000 times during their life.
- 10** Men in the United States have a 43.31% chance of getting cancer during their lifetime.
- 11** 0.3% of solar energy from the Sahara is enough to power the whole of Europe.
- 12** The human eye blinks about 4.200.000 times a year.

Student B

Crazy statistics

- 1** 80% of humanity lives on less than \$10 a day.
- 2** The average American will spend 6 months of their life talking on the phone.
- 3** If everyone on Earth properly washed their hands, nearly 1,000,000 lives would be saved every year.
- 4** Human life expectancy has increased more in the past 50

years than in the last 200,000 years.

- 5 You will probably spend about 3 months of your life on the toilet!
- 6 The average person will walk 120,000 km in their life. That's more than 3 times around the world!
- 7 Your probability of living to more than 110 years old is 1 in _____.
- 8 Your chance of eating a spider while you are asleep is actually close to _____%.
- 9 The average person will yawn about _____ times during their life.
- 10 Men in the United States have a _____ % chance of getting cancer during their lifetime.
- 11 _____ of solar energy from the Sahara is enough to power the whole of Europe.
- 12 The human eye blinks about _____ times a year.

Exercise 15B Do you find any of the statistics in Exercise 15A surprising/unbelievable? Can you check the information to see if it is accurate?

TEST SECTION

Read the text below. For each of the empty spaces (1–5) choose the correct answer (A, B, C, or D).

The brain has (1) _____ 100 billion brain cells. There is no scientific (2) _____ that older people can't learn new things. It may sometimes take them a little longer, but they retain the new information as well as younger people.

Your brain has enough storage capacity to record 10 million books. Current brain research indicates that if you (3) _____ your brain active, you will remain mentally sharp regardless of aging. A signal from one brain neuron to another travels at about 200 mph. Many scientists believe that the brain is (4) _____ structure in the (5) _____ universe.

1	A rough	B roughly	C rougher	D much rougher
2	A evidences	B evidence's	C evidence	D evidences'
3	A have kept	B kept	C would keep	D keep
4	A most complex	B the most complex	C still more complex	D more complex
5	A know	B knowing	C known	D be known

Read the text below. For each of the empty spaces (1–5) choose the correct answer (A, B, C, or D).

WHY ARE YARDS AND METERS SO DIFFERENT IN LENGTH?

In (1)_____ century, Henry I of England decreed that a yard (2)_____ the distance from his nose to the thumb of his (3)_____ arm. As crude as this seems, Henry was only off by one one-hundred of an inch from today's version. The meter was introduced by (4)_____ French after the revolution and was intended to be exactly one ten-millionth the distance (5)_____ the North Pole and the equator, which was calculated as 39.37 inches.

1	A the twelve	B twelve	C twelfth	D the twelfth
2	A is	B will be	C would be	D had been
3	A outstretched	B outstretches	C outstrech	D outstretching
4	A a	B the	C an	D –
5	A through	B between	C among	D from

Read the text below. For each of the empty spaces (1–10) choose the correct answer (A, B, C, or D).

INVENTION OF ZERO

For thousands of years, zero didn't (1)_____. People didn't see the (2)_____ of inventing a number that represented nothing.

Zero first appeared in the second century BC in Babylon but wasn't (3)_____ a number yet. It only helped to designate the absence of a unit in a given rank: In 101, the zero represented the absence of a unit ten.

Three minus three (4)_____ zero. Seems obvious, right? Yet it was by doing this problem that Brahmagupta, an Indian mathematician in the sixth century AD (5)_____ zero into a fully-fledged number. The number zero appeared in the Arab world in the eighth century, after being introduced to the court of Caliph Al-Mansurof Baghdad by an Indian astronomer. It only began (6)_____ through Europe in the twelfth century, and even then people were reluctant to use the number because they saw it as a symbol of nothing.

Yet zero was far (7)_____ nonexistent or harmful. Its introduction in calculations (8)_____ to tremendous progress in algebra, which was in (9)_____ the basis for fundamental advances in the fields of science, astrology, architecture, economics and mechanics, right down to computers, which run on a binary language, a coded (10)_____ of ones and zeros.

1	A happen	B exist	C occur	D become
2	A use	B reason	C idea	D interest
3	A admitted	B decided	C considered	D adopted
4	A matches	B equals	C means	D gets
5	A performed	B shaped	C turned	D counted
6	A spreading	B going	C growing	D widening
7	A behind	B from	C above	D around
8	A led	B took	C carried	D moved
9	A end	B turn	C line	D way
10	A sequence	B organisation	C connection	D group

REMEMBER

MULTIPLE-CHOICE TEST TAKING TIPS AND STRATEGIES

Make Predictions

- Your mind is typically the most focused immediately after you have read the question and digested its contents. At this point, try to predict what the correct answer will be.
- Scan the answers to see if your prediction is one of the choices. If it is, you can be quite confident that you have the right answer. Check the other answers to be sure, but most of the time, you've got it.

Answer the Question

- This may seem obvious, but test writers create some excellent answer choices that are wrong. Don't pick an answer just because it sounds right or you believe it to be true. It **MUST** answer the question.
- Don't choose an answer that is factually true but is an incorrect choice because it does not answer the question.
- Once you've made your selection, go back and check it against the question and make sure you didn't misread the question, and that your choice does answer the question posed.

Using a Benchmark

- After you read the first answer choice, decide if you think it sounds correct or not. If it doesn't, move to the next choice. But if it does, mentally mark that answer choice. This doesn't mean that you've definitely decided it is the right answer. It just means it is the best one you've seen thus far. This answer becomes your standard by which you measure all other answers.
- All other choices must be benchmarked against that standard. That choice is correct until you find one that is better. When you decide that no other answer is as good as the standard,

make sure it really answers the question before making it your final choice.

Valid Information

- Remember that all the information in the question is valid and may be needed to determine the correct answer. This is not true for all the information in the answers. They are designed to distract you and frequently contain superfluous information. If it appears that two unrelated topics are discussed in the question, don't ignore either one. If you first determine the relationship between the topics, then you will be better able to answer the question correctly.

Difficult Words

- Don't choose an answer just because it is the only one with words you recognize. Test writers don't put 'make believe' words on the test. If you only recognize the words in one answer, make sure it is correct and really answers the question before you choose it. If you can eliminate it, then you increase your chances of getting the right answer even if you have to guess.

Try dissecting difficult words. Notice prefixes and suffixes for clues.

- Notice words like *may*, *can*, *will often*, *rarely*, etc. Often an answer choice will be wrong because it doesn't contain these words but has definitive words like 'exactly' and 'always' which leaves no room for exception.
- Be alert for "switchback words such as "but", "although", nevertheless" which indicate a shift in thought and alters the nature of the question.

Difficult Questions

- Don't waste too much time on questions that appear too hard or difficult. Try to identify any obviously incorrect answers and guess at the remaining answer choices before giving up.
- Brainstorm each possible choice independently from the other choices. Ask yourself if it is possible that it could be

the correct answer. When you systematically go through each answer you are often able to discover things you might have overlooked by only scanning the answers.

New Information

- Correct answer choices will rarely have new information included. If new information is included that doesn't seem to relate to the topic being asked about, then that choice is likely incorrect, even if the rest of the answer is correct.

Contextual Clues

- Look for and understand the context of the question. More than one answer may look right, but one will fit the context better.

Phrases

- Be aware of answers that repeat word for word a portion of the question. It's usually a wrong answer. Most correct choices paraphrase a point.
- Scientific sounding choices are better than ones using slang language

(After <https://www.dmu.edu/wp-content/uploads/MULTIPLE-CHOICE-TEST-TAKING-STRATEGIES.pdf>)

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